

2022-23	HISTORY		
	Autumn 2022	Spring 2023	Summer 2023
Little Wrens N1 Past and Present		Make connections between the features of their family and other families.	
Little Wrens N2 Past and Present	Begin to make sense of their own life-story and family's history. Show interest in different occupations.		
EYFS YR Past and Present	YR Comment on images of familiar situations in the past.	YR Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.	YR Compare and contrast characters from stories, including figures from the past.
Leading into...			ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
Base 1 Y1 HISTORY	Y1 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Y1 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Changes within living memory- also to be considered	Y1 Significant historical events, people and places in their own locality, events beyond living memory that are significant nationally or globally
Base 1 Y1 Base 2 Y1/2	How has life changed from the Victorian times to now?	RNLI	Elizabeth I The Great fire of Nantwich and London.
Base 3 Y3/4	Changes in Britain from the Stone Age to the Iron Age.	The achievements of the earliest civilizations -The Shang Dynasty	The Roman Empire and its impact on Britain
Base 4 Y4/5	Significant turning point in UK history- First railways	A local history study- - Beeston Castle. Archaeology	Vikings and Anglo-Saxons
Base 5 Y6	Anglo- Saxons and Scots	Indus valley	Ancient Greeks

Past and Present (History)			
Little Wrens – N1			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Make connections between the features of their family and other families.		
Books/Rhyme Links			
C&L Links	<p>By around 3 years old, can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, can you stop now? We’re tidying up.”</p> <p>Is the child frequently asking questions, such as the names of people and objects?</p>	<p>Understand and act on longer sentences. Understand simple questions about ‘who’, ‘what’, and ‘where’</p> <p>Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.</p> <p>Is the child linking up to 5 words together?</p>	<p>Listen to simple stories and understand what is happening with the help of the pictures. Start to develop conversation, often jumping from topic to topic.</p> <p>Can the child use around 300 words? These words include descriptive language.</p>
PSED Links	<p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help.</p> <p>Express preferences and decisions.</p> <p>Develop friendship with other children.</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p>	<p>Notice and ask questions about differences</p> <p>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>
Prior Learning	Experiences in their home life prior to Little Wrens		
Why this, why now?	To help transition into Little Wrens, children will bring in pictures of their families for our class family tree. Children will be encouraged to talk about their families, focusing on similarities and differences.	In Wrenbury there are a variety of different house types, children will bring in pictures from home of their houses and children will discuss and explore differences and similarities.	Building on prior learning of different families, children will look at different versions of extended families and how they might look.
Core Learning	<p>Enquiry Question: What is different about families?</p> <p>To look at images of members of my family and say what is different about their appearance.</p> <p>To talk about my own family and compare it to other pictures of families.</p> <p>To talk about how people babies grow into older people.</p>	<p>Enquiry Question: What are the different types of homes?</p> <p>To explain that different people live in different homes.</p> <p>To talk about my home and describe some features.</p>	<p>Enquiry Question: How can families be different?</p> <p>To identify similarities and differences in images of families.</p> <p>To talk about families being different but they still have love.</p>

Opportunities for deepening learning <i>Know more and remember more.</i>	Talk about who lives in their house and who is in their extended family. Children can name these people (such as Nanny, Aunty Lou and Pops etc) Children will talk about family occasions they have had, using photographs or information from home as a prompt.	Be open to children talking about differences and what they notice. For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?” Show children images of difference and discuss these.	Point out the similarities between different families, as well as discussing differences. Children can compare photographs of family members or their family and another's. Talk about hair, features, houses etc.
Vocabulary	Family, similar, different, uncle, aunt, mum, dad, grandmother, grandfather, baby, sister, brother, adult, old.	Similar, different, home, house, live, family, flat, house, bungalow, semi-detached, detached, farmhouse.	Family, same, building, house, compare, different, similarities, differences, stepfamilies.
Quick Quiz	What is different about families?	Can you name different types of houses?	Can you name some similarities in this picture of two families? Can you name some differences in this picture of two families?
Discussion question/point:	Tell me about your family.	Which house is your favourite and why?	Why is love important?
Impact			

Past and Present (History)			
Little Wrens – N2			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Begin to make sense of their own life-story and family's history. Show interest in different occupations.		
Books/Rhyme Links			
C&L Links	Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Use longer sentences of four to six words. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or friend and continue it for many turns.

			Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver”.
PSED Links	Play with one or more other children, extending and elaborating play ideas. Show more confidence in new social situations. Become more outgoing with unfamiliar people, in the safe context of their setting. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations.	Become more outgoing with unfamiliar people, in the safe context of their setting. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ Begin to understand how others might be feeling.
Prior Learning	Experiences in their home life prior to Little Wrens		
Why this, why now?	Talking about past memories and experiences will encourage children to build a bond with their new keyworkers/adults in nursery. This will help children settle in nursery and photos that they bring in can be added to the class family try to create a sense of belonging for all children/.	As part of the whole school topic water, Little Wrens are going to explore the seaside. During this, children will explore different ways we can keep safe at the beach and who can help us. As well as exploring people that help animals that are found in the sea or at the seaside.	Children are familiar with professions such as police and fire fighters, however they may not be aware of the different things that firefighters and police can help with. Children will explore a range of different occupations that help us in our community.
Core Learning	Enquiry Question: Can you talk about your memories? To talk using longer sentences of four to six words. To show confidence when talking to familiar adults and peers about their lives/memories.	Enquiry Question: What does a vet do to take care of animals? To understand who can help us at the beach. To understand what a vet does and how they help.	Enquiry Question: Who are the people who help us? To understand what a police officer does and how they help us. To understand what a fire fighter does and how they help us. To understand what a doctor and nurse does and how they help us.
Opportunities for deepening learning <i>Know more and remember more.</i>	Spend time with children talking about photos and memories. – Children to bring in photos from home and talk about different occasions – link to special events such as bonfire night, half term holidays, Halloween, birthdays, etc. Encourage children to retell what their parents told them about their life story and family.	Invite different people to visit from a range of occupations, such as a plumber, a farmer, a vet, Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. Consider opportunities to challenge gender and other stereotypes.	Invite different people to visit from a range of occupations, such as a member of the emergency services or an author. Police to bring uniform and police car into school – how do police help us? Contact fire services for children to explore a fire engine. Invite health professionals into school, such as nurses, doctors, dentists and health visitors.

Vocabulary	Family, memories, fun, happy, past, celebrations, birthdays, Halloween, holidays, parents, share, stories, familiar.	Lifeguards, water, swimming, floating device, save, rescue, help, animal, better, hurt, fix, better, care, operation, marine biologist.	Officer, police, walkie talkie, hazards, helping, fire fighter, engine, fight, water, hose, squirt, save, help, brave, doctor, nurser, hospital, poorly, hurt, fix, better, care, plaster, stethoscope.
Quick Quiz	Who is familiar to you? Tell me about a special event in your life.	Who can help you at the beach? Who can help make animals feel better?	Where would you go if you hurt yourself? Who would you need if there was a fire? Who would you need if you got lost?
Discussion question/point:	What is your favourite memory?	Have you been to a beach before? Did you see any lifeguards?	What do you want to be when you are older?
Impact			

Past and Present (History)			
Base 1 – Year R			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
EYFS Curriculum	Comment on images of familiar situations in the past.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.	Compare and contrast characters from stories, including figures from the past. ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
Books/Rhyme Links	The Jolly Postman, Little Red Hen, Tiny Little Seed, Farmer Duck, The Farmer's in his Den, Five Little Peas, Oliver's Vegetables	Tad , Over and under the pond, Shadow Rhyme (poem), Blast Off (poem)	Handa's Surprise, Rumble in the Jungle, Monkey Puzzle

C&L Links	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.	Bring in objects, pictures and photographs to talk about- pictures of children/families on a bus/train Narrate events and actions Identify new vocabulary before planning activities	Participate in small groups, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations of why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Explain new vocabulary in the context of stories, rather than in word lists.
PSED Links	Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other.		
Prior Learning	In 2021/22 as LW...	In 2021/22 as LW...	In 2021/22 as LW...
Why this, why now?	By studying their local environment children will gain a sense of self and sense of community, building on prior knowledge of their life at home.	By giving children the opportunity to explore transport from the past to the present day, it will allow children to compare using their living memory. Opportunities for trips using modern day buses/trains creating first hand experiences.	Children will have the opportunity to compare their lives with children from indigenous tribes in the jungle. Thinking about which they would prefer and why. Children will gain a deeper understanding of the work completed by David Attenborough and the impact he has made throughout his career, as well as exploring different ways we can help the animals in our local environment.
Core Learning	Enquiry Question: How is our school different now, compared to when it was built? What did a tractor look like in the past? To begin to show an understanding of the past and present. To talk about, name and describe farm machinery from the past and present.	Enquiry Question: What is different between buses of the past and buses of the present? To talk about my own experiences To create a timeline of buses from the past to the present To compare different buses To talk about who I would like to meet if I went on a train ride. To understand that there are many different types of family. To talk about the people who are important to me.	Enquiry Question: How do indigenous people live? How is it different from our lives? To discuss characters from stories and decide if they are from the past or present To talk about the lives of indigenous people.
Opportunities for deepening learning	Present children with pictures, stories, artefacts and accounts from the past. Show images of familiar situations in the past, such as homes and schools	Listen to what children say about their own experiences with people who are familiar to them. Present children with pictures, stories, artefacts and accounts from the past explaining similarities and differences.	<u>Past and Present (History)</u> Interpretations of History: Compare and contrast characters from stories, including figures from the past.

<i>Know more and remember more.</i>		<p>Offer opportunities for children to begin to organise events using basic chronology</p> <p>Show images of familiar situations in the past Share information about your own family, giving children time to ask questions or make comments</p> <p>Share examples from real life and from books, show children how there are many different families</p>	<p>Include a focus on the lives of both women and men</p> <p>Historical Enquiry: Understand and use the term 'past' and 'present'</p>
Vocabulary	<p>Past, Present, Machinery, Transport, old, new, change, different, Victorian, building, school. Past, present, newest, oldest. Local</p> <p>Key Figure – Queen Victoria</p>	<p>Past, present, same, different, old, family, same, different, near, far, alike, lose, stepfamilies, parent, important, special, bus, train</p>	<p>Past, present, real, men, women, facts, indigenous, jungle, tribes, markings, weapons,</p> <p>Key Figure – David Attenborough</p>
Quick Quiz	<p>What is different about our school now and when it was built? What is similar about our school now and when it was built? What is different between tractors now and tractors in the past? What is similar about tractors now and tractors in the past?</p>	<p>What is different from buses in the past to buses in the present? What is the same from buses in the past to buses in the present? How could you catch a bus? How can you find out the bus/train route?</p>	<p>What is the name of the key figure we have been learning about? What does the term endangered mean? What animals live in the jungle? What tribes live in the jungle?</p>
Discussion question/point:	<p>What did tractors look like in the past? How house our school changed since it as built?</p>	<p>Did you prefer buses/trains in the past or present?</p>	<p>Would you like to live in the jungle?</p>
Impact			

History (Past and Present)			
Base 1 – Year R/1			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	YR – Past and Present	YR – Past and Present	YR – Past and Present

	Y1- Chronological Knowledge and Historical Enquiry	Y1 - RNLI	Y1 - Elizabeth 1 st The Great fire of Nantwich and London.
Curriculum	<p>YR Comment on images of familiar situations in the past.</p> <p>Y1 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>YR Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.</p> <p>Y1 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Changes within living memory- also to be considered</p>	<p>YR Compare and contrast characters from stories, including figures from the past.</p> <p>ELG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Y1 Significant historical events, people and places in their own locality, events beyond living memory that are significant nationally or globally</p>
Prior Learning	<p>New Learning for EYFS (Previously Little Wrens) In 2021/2022 as Yr R- celebration of Elizabeth 2nd Platinum Jubilee.</p>	<p>New Learning for EYFS (Previously Little Wrens) In 2021/2022 Y1 as Yr R- celebration of Elizabeth 2nd Platinum Jubilee.</p> <p>Children in Autumn term will have gained an understanding of the Victorian era</p>	<p>New Learning for EYFS (Previously Little Wrens) In 2021/2022 Y1 as Yr R- celebration of Elizabeth 2nd Platinum Jubilee.</p> <p>All children will have gained an understanding of the Victorian era from the Autumn term, and a knowledge of how individuals can make an impact on history.</p>
Why this, why now?	<p>YR By studying their local environment children will gain a sense of self and sense of community, building on prior knowledge of their life at home.</p> <p>Y1 The children will bring their prior knowledge of Queen Elizabeth 2nd which will allow them to secure this knowledge while using this to contrast with their new learning based around Queen Victoria. The study of the school building (built in 1876) is relevant to the children helping them to gain</p>	<p>YR By giving children the opportunity to explore transport from the past to the present day, it will allow children to compare using their living memory.</p> <p>Y1 In autumn term will have gained an understanding of the Victorian era - the time when Grace Darling was alive. This learning, placed here, gives children a good grounding in near history and allows them to see progression to living memory and their real-life experiences. Learning about the RNLI helps the</p>	<p>After learning about a period in time (Autumn), and then key figures(Spring), the children now do both. They are pushed to look at both aspects and create their own view point, using facts to support their ideas.</p> <p>By the end of this term, the children will have a good understanding of some key figures (YR/Y1) and key events (Y1) which will have made real connections with them – Victoria (linked to our school building), Great fire of Nantwich/ London and RNLI (well-known charity). This will have supported their knowledge and understanding and</p>

	<p>a real understanding of the concept being taught.</p> <p>In geography the children are exploring our school and grounds which deepens knowledge of life in Victorian England as our school was built in this time period.</p> <p>In science the children are learning about materials and their properties, learning why different materials were chosen for specific items, this is linked to our school eg: why was a metal chosen for pegs from the Victorian era? This deepens understanding across both subjects.</p>	<p>children to connect their present with the past and therefore helps them to understand the concept of 'history'.</p> <p>In geography the children are learning about the oceans, they will look at the seas and oceans around the UK where the RNLI operate. In science they will learn about weather and make connections with weather that creates challenges for the RNLI.</p>	<p>helped them to grasp key concepts such as ; change, disaster and cause and consequence.</p> <p>The summer term also allows a great opportunity for a local history walk to help the children visualise the Great Fire of Nantwich which will again support their understanding of the Great Fire of London.</p>
Core Learning	<p style="text-align: center;">YR</p> <p>Enquiry Question: How is our school different now, compared to when it was built? What did a tractor look like in the past?</p> <p>To begin to show an understanding of the past and present.</p> <p>To talk about, name and describe farm machinery from the past and present.</p> <p style="text-align: center;">Y1</p> <p>Concept: Change</p> <p>Enquiry Question: How is our life different now from when Victoria was Queen?</p> <p>To identify similarities and differences between the key time periods of Queen Victoria and Elizabeth 2nd</p> <p>To identify and recount historic details from the Victorian era from sources.</p> <p>To observe and handle evidence to ask simple questions about the past.</p>	<p style="text-align: center;">YR</p> <p>Enquiry Question: What is different between lifeboats of the past and lifeboats of the present?</p> <p>To talk about my own experiences</p> <p>To create a timeline of lifeboats from the past to the present</p> <p>To compare different lifeboats</p> <p>To understand that there are many different types of family.</p> <p>To talk about the people who are important to me.</p> <p style="text-align: center;">Y1</p> <p>Concept: History</p> <p>Enquiry Question: Who was Grace Darling?</p> <p>To closely observe a source of historical information</p> <p>To record what has been seen in a way that is useful to others</p> <p>To communicate what they have seen to other people</p> <p>To use observations to support ideas and answer questions about a source of evidence</p> <p>To begin to evaluate the reliability of a source of evidence</p> <p>To understand who the RNLI are, what they do and some key events within their history.</p> <p>To compare the significance of Grace Darling and Elizabeth Hostvedt and make justified conclusions about their significance.</p>	<p style="text-align: center;">YR</p> <p>Enquiry Question: What happened in The Great Fire of London?</p> <p>To discuss characters from stories and decide if they are from the past or present</p> <p>To talk about the lives of the people affected by The Great Fire of London.</p> <p style="text-align: center;">Y1</p> <p>Concept: Cause and consequence</p> <p>Enquiry Question: How did The Great Fire of Nantwich and London affect the people of the time?</p> <p>To have an understanding of what Stuart London was like.</p> <p>To know what happened in London during the fire of 1666?</p> <p>To know that the Diary of Sammual Peeps helps historians understand this event.</p> <p>Could anyone have stopped what happened on 2 September 1666?</p> <p>To understand the changes made to London (by the king) after the Great Fire.</p> <p>To know who Elizabeth 1st was and when she reigned.</p>

		<p>The story of Grace Darling (rnli.org)</p> <p>Grace Darling / Historical Association (history.org.uk)</p> <p>1969: First trained woman on the crew (rnli.org)</p> <p>Youth Education - Helping You Teach Children Water Safety (rnli.org)</p>	<p>To know why Nantwich was important town to Elizabeth and the county.</p> <p>To know how fire on Nantwich start and be able to compare with to the Great Fire of Nantwich. To know what damage the fire caused to Nantwich and the impact this would have had on the townfolk.</p> <p>To understand that historians use a range of sources to learn about the past.</p> <p>The Great Fire of London and the National Curriculum / Historical Association (history.org.uk)</p> <p>The Great Fire - Nantwich Museum</p> <p>The Great Fire of London London Fire Brigade (london-fire.gov.uk)</p>
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	<p>YR</p> <p>Present children with pictures, stories, artefacts and accounts from the past.</p> <p>Show images of familiar situations in the past, such as homes and schools</p> <p>Y1</p> <p>Making connections to geography learning – a study of the school and grounds.</p> <p>Making connections to science – materials and their properties, why materials are chosen and how this may have changed over time due to progression of technologies.</p>	<p>YR</p> <p>Listen to what children say about their own experiences with people who are familiar to them. Present children with pictures, stories, artefacts and accounts from the past explaining similarities and differences.</p> <p>Offer opportunities for children to begin to organise events using basic chronology</p> <p>Show images of familiar situations in the past</p> <p>Share information about your own family, giving children time to ask questions or make comments</p> <p>Share examples from real life and from books, show children how there are many different families</p> <p>Y1</p> <p>RNLI visit</p> <p>In geography the children will be learning about the 5 oceans.</p>	<p>YR</p> <p><i>Past and Present (History)</i></p> <p>Interpretations of History: Compare and contrast characters from stories, including figures from the past.</p> <p>Include a focus on the lives of both women and men</p> <p>Historical Enquiry: Understand and use the term ‘past’ and ‘present’</p> <p>Y1</p> <p>Educational Visit to Nantwich/ Nantwich Museum</p>

Key Figures/Artists	Queen Victoria	Grace Darling // Elizabeth Hostvedt	Elizabeth 1 st
Vocabulary	<p>YR Past, Present, Machinery, Transport, old, new, change, different, Victorian, building, school. Past, present, newest, oldest. Local</p> <p>Y1 old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after, era, source, timeline, significant individuals, contribution, national, achievements, aspects of life, monarch, reign, coronation, local</p>	<p>YR Past, present, same, different, old, family, same, different, near, far, alike, lose, stepfamilies, parent, important, special, bus, train</p> <p>Y1 old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after, era, source, timeline, significant individuals, contribution, national, achievements, aspects of life</p>	<p>YR Past, present, pudding lane, fire, London, disaster</p> <p>Y1 reign, damage, Sammuah Peeps, plague, Pudding Lane, brewer, Waterlode, blaze, Privy Council, Elizabeth 1st, King Charles 2nd, Thomas Farynor , disaster</p>
Quick Quiz	<p>YR What is different about our school now and when it was built? What is similar about our school now and when it was built? What is different between tractors now and tractors in the past? What is similar about tractors now and tractors in the past?</p> <p>Y1 What is different about how we live now and how people lived in the Victorian era? What is similar about how we live now and how people lived in the Victorian era? What does this source tell you about the Victorians? What questions does this source make you think of?</p>	<p>YR What is different from lifeboats in the past to lifeboats in the present? What is the same from lifeboats in the past to lifeboats in the present?</p> <p>Y1 Who was Grace Darling? What did she do? What was life like for Grace darling? How do you know? What is the RNLI? What they do? Can you tell me about some key events within their history?</p> <p>Who is Elizabeth Hostvedt? Why is she important? Who do you think was more important, Elizabeth Hostvedt or Grace Darling? Why do you think this?</p>	<p>YR What is the name of the key figure we have been learning about? What happened in London in 1666?</p> <p>Y1 What happened to London during the fire of 1666? How do we know this? What was Stuart London like? Could anyone have stopped what happened on 2 September 1666? What did the King do to make London better? Who was Elizabeth 1st? When did she reign? Why was Nantwich an important town to Elizabeth? How did the fire on Nantwich start? What damage did it cause? How do we know about things that happened in the past?</p>
Discussion question/point:	<p>What was life like when our school was built? How do you know?</p>	<p>Who do you think was more important, Elizabeth Hostvedt or Grace Darling? Why do you think this?</p>	<p>If you could have stopped the fire from starting at the bakery on Pudding Lane, would you?</p>
Impact			

History

Base 3- Yr 3 / 4

Whole School Theme	Here We Are	Water	Powerful People
What does this mean to me? Why does it matter?			
Unit of Work	Stig of the Dump – Stone Age to Iron Age	The Shang Dynasty in Ancient China	The Roman Empire and its impact on Britain
National Curriculum	Changes in Britain from the Stone Age to the Iron Age.	The achievements of the earliest civilizations – The Shang Dynasty	The Roman Empire and its impact on Britain
Prior Learning	<p>In 2021/22 Y4 as Y3- and Y3 as Y2 (B3) Ancient Egypt; focusing on farming.</p> <p>In 2021/22 Y4 as Y3 and Y3 as Y2 (B3) Ancient Greece and its impact on modern day.</p> <p>-</p> <p>In 2021/22 Y3 as Y2 (B2)- Beeston Castle visit</p>	<p>In 2021/22 Y4 as Y3- and Y3 as Y2 (B3) Ancient Egypt; focusing on farming.</p> <p>In 2021/22 Y4 as Y3 and Y3 as Y2 (B3) Ancient Greece and its impact on modern day.</p> <p>In 2021/22 Y3 as Y2 (B2)- Beeston Castle visit</p> <p>Autumn term 2022- Stone age to Iron age.</p>	<p>In 2021/22 Y4 as Y3- and Y3 as Y2 (B3) Ancient Egypt; focusing on farming.</p> <p>In 2021/22 Y4 as Y3 and Y3 as Y2 (B3) Ancient Greece and its impact on modern day.</p> <p>In 2021/22 Y3 as Y2 (B2)- Beeston Castle visit</p> <p>Autumn term 2022- Stone age to Iron age.</p> <p>Spring term 2022- Shang Dynasty</p>
Why this, why now?	<p>This is new learning for the children.</p> <p>Those pupils in Y3 as Y2 (B2) will be able to make links to Beeston Castle visit and current year history visit as both historical sites are fortresses.</p>	<p>The children will be able to build on their Autumn Term learning, recognising the advanced nature of the Shang by the artifacts that they will encounter in this unit of work. This will secure previous learning and deepen current learning.</p> <p>This unit will also build on our learning in Autumn term 2021 where our whole school focus was Farming and the impact on rivers on farming and progress within a civilisation. Y4 will be able to build on their knowledge of the significance of the Nile for the Egyptians- much like the Yellow river for the Shang.</p>	<p>Y4 will be able to use their knowledge of Ancient Egypt and Greece to help them understand where the Romans fit in with this chronology.</p> <p>Y3 will be able to recognise the level of progress made within Britain at this time in comparison and will be able to develop their understanding of the historical concept of civilisation. The knowledge they gained from their Beeston castle trip supports their recognition of the importance of artefacts and archaeology and develops their understanding of local history (Chester –Roman City)</p> <p>The children’s learning in geography will focus on key Roman areas which will deepen and secure learning while learning in DT (making catapults) will make learning surrounding the Roman army more real and secure for the children and</p>

<p>Core Learning</p>	<p>Concept: Progress Enquiry Question: In what ways did Britain make progress though the stone age to iron age?</p> <p>To know what Britain was like after the last Ice Age To know how few people lived in Britain at the time To know how they fed and clothed themselves and why they were nomadic To draw conclusions using evidence To realise that for some questions there are no clear answers To know that immigrants brought new animals and crops to Britain and what impact this had on settlement To recognise that some archaeologists disagree with each other To know that some recent discoveries are changing the way we think about the Stone Age. To know how bronze, iron and copper was made. To know where copper and tin come from. To know how bronze tools and weapons were made To know how these tools supported progress.</p> <p>Scheme of Work: Stone Age to Iron Age / Historical Association (history.org.uk)</p>	<p>Concept: Archaeology Enquiry Question: Can archaeology tell us all we need to know about the past?</p> <p>To know where to place The Shang Dynasty on a timeline. To recognise how an archaeologist works. To recognise the limitations of archaeology. To recognise that evidence sometimes raises more questions than it answers. To select appropriate artifacts to help them to build a picture of the past. To know the variety and richness of artefacts in the tomb of Fu Hao. To recognise the difficulty of creating a picture of Shang life from only one tomb. To have an informed opinion of Shang life, citing sources to support these opinions.</p> <p>Scheme of Work: The Shang Dynasty / Historical Association (history.org.uk)</p>	<p>Concept: Influence Enquiry Question: How did the Roman invasion and occupation change Britain?</p> <p>To know what the Roman Empire was, where it was and some of its leaders. To understand when and why the Roman's invaded Britain. To know who Boudicca was and why she is recognised a key historical figure. To understand what it meant to be a Roman soldier and to have an understanding of the Roman army. To know what Hadrian's wall was and why it was built. To know who Constantine the Great was and that it was his influence which brought Christianity to Britain. To understand how the culture of the Roman's impacted England (with a focus on Chester). To know why the Romans left.</p> <p>The Roman Empire and its impact on Britain / Historical Association (history.org.uk)</p> <p>Roman Britain: a brief history / Historical Association</p> <p>Primary_History_Summer_Resource_2017_updated(1).pdf</p> <p>Ordinary Roman life / Historical Association (history.org.uk)</p>
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	<p>Trip to Iron Age Hill Fort and Park Hall Experience.</p> <p>DT nutrition- this makes connections to hunter-gatherer element of our history unit.</p>	<p>In geography the children will be learning about rivers- connection to the importance of the Yellow River.</p> <p>In science the children will be learning about the body- looking at the skeleton. This will make connections to the tomb of Fu Hao and how even</p>	<p>In geography the children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features- focusing on Roman conquest such as Hadrian's wall.</p> <p>In DT the children will make Roman catapults focusing on levers and linkages.</p>

			our bones can teach us about the people they belonged to.	Educational visit to Chester Museum and Roman sites.	
Key Figure	-		Fu Hao	Emperor Hadrian Constantine the Great Boudicca	
Vocabulary	Prehistory Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Homo sapiens Pelt	Beaker Celt Bronze Roundhouse Hillfort Quern Smelting Druid Borer Domesticate	Yellow River and Anyang, in Henan Province. Ancient / Modern China Chronology / timeline Archaeologist Evidence Primary / secondary source tomb	Investigate Question Query Conclusion Artefact Category findings	invasion, conquest, resistance, Boudicca, Romanisation, viaduct /aqueduct, gladiator, coliseum, amphitheatre, Hadrian's Wall, Constantine the Great, Hadrian, Christianity, influence, Legionary soldiers, Auxiliary soldiers, fleet soldiers, Gauls, Julius Cesear
Quick Quiz	What was Britain was like after the last Ice Age? Approximately how many people lived at this time? How did people feed and clothe themselves? Why were they nomadic? Why do we not always get answers to our historical questions? What did immigrants bring to these settlements? What did this do? Why do some archaeologists disagree with each other? How was bronze, iron and copper made? Where did copper and tin come from? How were bronze tools and weapons made? How did these tools support progress?		Can you place The Shang Dynasty on a timeline? How does an archaeologist work? What are the limitations of archaeology? Can you tell me about a piece of evidence which created more questions than answers? Which artifact/ piece of evidence tells you that Fu Hao was an important figure? What artefacts were found in the tomb of Fu Hao? Can this tomb tell us all we need to know about the life of the Shang. What do you think Shang life was like? Why do you think this?	Where was the Roman Empire? Can you name some of its emperors? Why the Roman's invaded Britain? When did they do this? Who was Boudicca? Why is she recognised a key historical figure? Name the different types of Roman soldier. Why was the Roman army so successful? What is Hadrian's wall? Why was it was built? Who as Constantine the Great? Why was he significant? How did the culture of the Roman's impact England? Why did the Romans leave.	
Discussion question/point:	During the Stone and Iron age, Britain made very little progress. Discuss.		Archaeology doesn't always give us the whole picture so we should not trust it. Discuss.	Britain would have been better off without the Romans. Discuss.	
Impact					

History

Base 4 Yr 4/5

Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does it matter?			
Unit of Work	Significant turning point in UK history- First railways	A local history study- - Beeston Castle. Archaeology	Vikings and Anglo-Saxons
National Curriculum	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>A significant turning point in British history; the first railways</p>	<p>A local history study.</p> <p>A study a site dating from a period beyond 1066 that is significant in the locality</p>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Prior Learning	<p>In 2021/22 Y4 as Y3- and Y3 as Y2 (B3) Ancient Egypt; focusing on farming.</p> <p>In 2021/22 Y4 as Y3 and Y3 as Y2 (B3) Ancient Greece and its impact on modern day.</p> <p>-</p> <p>In 2021/22 Y5 as Y4 - The changing power of monarchs</p> <p>In 2021/22 Y5 as Y4 – Benin Study</p> <p>In 2020/21 Y5 as Y3- Study of canals.</p>	<p>In 2021/22 Y4 as Y3- and Y3 as Y2 (B3) Ancient Egypt; focusing on farming.</p> <p>In 2021/22 Y4 as Y3 and Y3 as Y2 (B3) Ancient Greece and its impact on modern day.</p> <p>-</p> <p>In 2021/22 Y5 as Y4- The changing power of monarchs</p> <p>In 2021/22 Y5 as Y4 – Benin Study</p> <p>In 2020/21 Y5 as Y3- Anglo-Saxons and celts – settlements</p>	<p>In 2021/22 Y4 as Y3- and Y3 as Y2 (B3) Ancient Egypt; focusing on farming.</p> <p>In 2021/22 Y4 as Y3 and Y3 as Y2 (B3) Ancient Greece and its impact on modern day.</p> <p>-</p> <p>In 2021/22 Y5 as Y4(B4)- The changing power of monarchs</p> <p>In 2021/22 Y5 as Y4 (B4) – Benin Study</p> <p>In 2020/21 Y5 as Y3 (B3)- Anglo-Saxons and celts – settlements</p> <p>-</p> <p>Y4 as Y4 and Y5 as Y5 (B4)in 2023 – Local history study focusing on the importance of archaeology</p>
Why this, why now?	<p>Y4 have an understanding of what makes a successful civilisation and what can support progress within these civilisations. Learning about the railways and how this impacted on more modern-day progress is their next step.</p> <p>Y5 have both the knowledge of an ancient civilisation which can be contrasted with a more modern time. The understand how key figures (monarchy) can influence progress, they can now see how other people (eg big thinkers,</p>	<p>Y4 will be able to build on and secure their knowledge of ancient history and where this fits in a timeline with Beeston Castle. This will help them gain an understanding of progression in history.</p> <p>Y5 will be able to build on learning from Y3 and bring this to their focus on archaeology at Beeston castle which will secure learning. Year 5 also bring their knowledge of the power of monarchs and can bring this to make comparisons with power during the time of Beeston castle.</p>	<p>Base 4 will be able to apply their learning from the spring term, knowing how archaeology supports our historical knowledge.</p> <p>Year 5 will be able to build on their learning of Saxons and Celts which will secure this learning and enable them to hook their new learning in place.</p> <p>Y5 have a good knowledge of Monarcy and as such will be able to bring this to the learning</p>

	<p>engineers etc) can influence progress. They can also build on their prior knowledge of the progress made due to the canal systems and make connections with the railways. Both of which we have in our village, making learning purposeful.</p> <p>The children's learning in science helps the children make deeper connections with how trains worked, how energy was captured to create movement.</p> <p>In DT, the children will be making their own moving products using cams and will be able to make deeper connections with trains and how they move.</p> <p>In geography, the children will be looking at trains and the rail network in real terms- how this impacted on their village. This deepens learning and makes it real for the children.</p>	<p>The children's learning in geography and science focus on the natural world and how animals adapt to environments which change over time, connecting to the use of Beeston castle as a historical settlement, the children will look at this landscape and why this was a good place to build a fortress. Eg; The landscape provided a great viewpoint and lookout for any attackers and the grasslands provided food as animals used this as their habitats. They will look at how this landscape has changed over time which again impacted on the use of Beeston castle.</p> <p>In the Autumn term the children learnt how to question interpretations of the past, they will develop this skill by once again questioning interpretations of the sources found at Beeston Castle.</p>	<p>they will be doing on Alfred the Great and William the Confessor.</p> <p>Both year groups have studied the impact of farming within civilisations will support their understanding of the significance of farming had during the Viking raids.</p> <p>In geography the children will learning about areas the Viking raided which will deepen understanding.</p> <p>In science and DT the children will be investigating forces and creating boats, using their knowledge of Viking longships which will make learning real, purposeful and secure.</p>
<p>Core Learning</p>	<p>Concept: Progress</p> <p>Enquiry Question: Did the introduction of the railways make life better for the people of the time?</p> <p>To order a range of dates on a timeline (to include prior learning).</p> <p>To know the key individuals during the time of the first railways.</p> <p>To use a range of sources to help them to draw conclusions about the first railways.</p> <p>To look at two versions of the same event in history- view point of workers v the inventors/ engineers.</p> <p>To know and describe in some detail the main changes to this time period.</p> <p>To question the accuracy of interpretations of the past.</p>	<p>Concept: Archaeology</p> <p>Enquiry Question: What can archaeology tell us about history?</p> <p>To know the difference between primary and secondary sources of evidence.</p> <p>To be able to explain the benefits of using both primary and secondary sources.</p> <p>To use a range of sources to collect information about the past.</p> <p>To find and analyse a wide range of evidence about the past.</p> <p>To understand the ways that geography can influence settlements and the progress of humans though history.</p> <p>To recognise why historical sites are important to our understating of history.</p> <p>To question the accuracy of interpretations of the past.</p>	<p>Concept: War and resistance</p> <p>Enquiry Question: Why did the Viking invade and how did people retaliate?</p> <p>To understand when and where and how the Viking invaded and raided.</p> <p>To know who Alfred the Great was and how he resisted the Viking raids.</p> <p>To know Athelstan as the first king of England and know why historians consider him to be the greatest Anglo-Saxon kings.</p> <p>To understand Danegeld and its purpose.</p> <p>To know a range of Anglo-Saxon laws and justice</p> <p>To know who Edward the Confessor was, his impact and death in 1066</p> <p>Alfred versus the Viking Great Army / Historical Association (history.org.uk)</p>

	Victorian Railways (KS2) Made Easy (kidadl.com) First Railways History Of Railways DK Find Out		Homepage Council for British Archaeology (archaeologyuk.org) History of Beeston Castle English Heritage (english-heritage.org.uk)		How did the Vikings fight? - BBC Bitesize Viking and Anglo-Saxon struggle for the kingdom of England / Historical Association (history.org.uk)
Opportunities for deepening learning <i>Know more and remember more.</i>	<p>In geography the children are carrying out a village study which will encompass Wrenbury railway station and will link this to modern day progress – HS2</p> <p>In DT the children will be using pulleys and cams to make products move- this is linked to trains.</p> <p>In art the children are undertaking a National Rail project to put the children’s art in different railway stations, including Wrenbury.</p> <p>In science the children are learning about changing state water to steam.</p>		<p>In geography the children are learning about the topographical features of the UK and how these have changed over time.</p> <p>In science, the children are learning about animals and their habitats and how they adapt over time.</p> <p>The connection between science, geography and history builds on our whole school theme of ‘Farming’ in Autumn 2021 the children learned how farming supported progress in civilisations. The children will be able to use this knowledge to deepen their understanding of how the geography of Beeston castle supported its significance for the people of the time.</p>		<p>In Geography we will be learning about geographical similarities and differences through the study of human and physical geography of Northumbria/ Newfoundland and Norway.</p> <p>In science and DT the children will be learning about forces and friction and will apply this to making boats, using knowledge of Viking longships in the design of these.</p>
Key Figures	Isambard Kingdom Brunel George Stephenson		-		Alfred the Great Edward the Confessor
Vocabulary	Victorians Industrial Revolution transport economic / social change trade and industry Infrastructure steam locomotive Rainhill Trials The Rocket	Great Western Railway Tunnel Viaducts Bridges Isambard Kingdom Brunel George Stephenson Century decade	Archaeology Primary / secondary source Field work Evidence Burial mounds Neolithic period Bronze age	Earthwork Iron age Remains Hill fort Excavate Remains Smelting pottery	Raiders, invaders, Rule of Cnut, Mercia, Danelaw, settlement, conquer, invasion, retaliation, longship, danegeld, Anglo-Saxons, Vikings, Denmark, Norway
Quick Quiz	Can you place these key events on a timeline? Who were individuals during the time of the first railways? What did they achieve?		What is the difference between primary and secondary sources of evidence? What are the benefits of using primary sources?		What were Viking raids? Why did the Vikings invade? How did the Vikings raid?

	Can you explain what these sources tell us about the first railways. Can you tell me about two different versions of the events from this time? Why are they different? What conclusions have you come to? What were the main changes to this time period? Do you think all interpretations of the past are accurate? Why do you think this?	What are the benefits of using secondary sources? Which sources told you the most about the past? Can you tell me about them? How can geography influence settlements and the progress of civilisation through history? Why are historical sites important to our understanding of history? Are there ways that archaeology / primary sources do not support historical understanding?	Who was Alfred the Great and how did he resist the Viking raids? Who was Athelstan and what do historians think about him? What was Danegeld? Can you name some Anglo-Saxon laws and punishments? Who was Edward the Confessor? What did he do? When did he die?
Discussion question/point:	Without railways, Britain would not have become the powerful country that it is today.	Archaeology tells us the truth about the past and it can always be trusted.	Did the invasion of the Vikings have a positive or negative impact on England?
Impact			

History			
Base 5 – Year 6			
Whole School Theme	Here we are	Water	Powerful People
What does this mean to me? Why does this matter?			
Unit of Work	Anglo- Saxons and Scots	Indus valley	Ancient Greeks
National Curriculum	Britain's settlement by Anglo-Saxons and Scots -Christian conversion – Canterbury, Iona and Lindisfarne	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Prior Learning	Y6 as Y4 in 2020 (B4) Tudors, study of impact of the Reformation. Y6 as Y5 in 2022 (B5)- Roman Empire Y6 as Y5 in 2022 (B5)- Ancient Civilisations with a focus on Shang Dynasty	Y6 as Y4 in 2020 (B4) Tudors, study of impact of the Reformation. Y6 as Y5 in 2022 (B5)- Roman Empire Y6 as Y5 in 2022 (B5)- Ancient Civilisations with a focus on Shang Dynasty	Y6 as Y4 in 2020 (B4) Tudors, study of impact of the Reformation. Y6 as Y5 in 2022 (B5)- Roman Empire Y6 as Y5 in 2022 (B5)- Ancient Civilisations with a focus on Shang Dynasty

	<p>Y6- as Y5 in 2022 (B4) Study of Monarchy and changes as a result of this</p> <p>Y6- as Y5 in 2022 (B4)- Study of Benin</p> <p>-</p> <p>Y6 as Y3- changes in Britain from the Stone Age to the Iron Age</p>	<p>Y6- as Y5 in 2022 (B4) Study of Monarchy and changes as a result of this</p> <p>Y6- as Y5 in 2022 (B4)- Study of Benin</p> <p>-</p> <p>Y6 as Y6 in 2022 (B5) - Anglo- Saxons</p> <p>Y6 as Y3- changes in Britain from the Stone Age to the Iron Age</p>	<p>Y6- as Y5 in 2022 (B4) Study of Monarchy and changes as a result of this</p> <p>Y6- as Y5 in 2022 (B4)- Study of Benin</p> <p>-</p> <p>Y6 as Y6 in 2022 (B5) - Anglo- Saxons</p> <p>Y6 as Y6 in 2023- Ancient Civilisations, Indus Valley</p> <p>Y6 as Y3- changes in Britain from the Stone Age to the Iron Age</p>
Why this, why now?	<p>The children have a good knowledge of a range of ancient civilisations and can bring that knowledge to help them to compare this with British history in a time known as ‘The Dark Ages’. The children have a good understanding of the monarchy and will be able to bring this knowledge to a time when the first kings were named in the UK. Part of Base 5 have a good understanding of how religion impacts a civilisation and will be able to bring this knowledge to this unit of work. Learning is deepened by the connections made with science which connects with Anglo-Saxons as a large contributing factor of the invasions was the change in global temperatures – impacting on habitats and animals. Our work in geography deepens and secures understanding by learning about the geography of Northumbria, a key location of the Anglo- Saxons and builds on our work on these locations in an historical sense.</p>	<p>The children will be able to embed the skills learnt in the autumn term, comparing and contrasting civilisations / different time periods which will help them to gain a better understanding of the concept of ‘civilisation’.</p> <p>Their prior knowledge of monarchy/ kings and religion will help them to understand the civilisation of the Indus Valley. In year 3, the children learnt about the Stone Age- Iron Age, this allows the opportunity to revisit this learning (securing it) and then helping the children to draw comparisons between these two similar time periods.</p> <p>Our learning will be deepened through our geography learning where we will be learning about trade, types of settlement and land use. We will be able to make connections though this to our history – why rivers are vital and how they can be used to support trade which in turn supports a strong civilisation.</p>	<p>The children will now be able to bring together their learning of a range of Ancient and more recent historical civilisations / time periods, seeing patterns, similarities and differences. The children now are very secure when investigating the power of leaders and this will be useful when studying the Greeks –it should enable them to ask questions and make justified conclusions. It makes connections with our English work, focusing on the etymology of words which helps give meaning to modern learning as well as historical and helps the children to recognise that what occurs in the present will influence the future.</p> <p>Our learning in geography focuses on time zones and we will use this to help secure knowledge of where the Greek Civilisation was on the globe. In art we will be looking at exploring identify and we will use this to support our understanding of how key figures were portrayed though art/ sculpture in Ancient Greece.</p>
Core Learning	<p>Concept: Kingdom</p> <p>Enquiry Question: Did times change for the better during ‘Anglo-Saxon’ times?</p> <p>To understand that the Romans withdrew from Britain in c. AD 410 and the fall of the western Roman Empire</p>	<p>Concept: Fact and Interpretation</p> <p>Enquiry Question: Were ancient civilisations basic?</p> <p>What all the Ancient Civilisations have in common and some of their key differences. Who the Indus Valley Civilisation were and how we know about them.</p>	<p>Concept: Significance</p> <p>Enquiry Question: What is the legacy of the Ancient Greeks?</p> <p>Where was the Ancient Greek Civilisation? When Ancient Greek Civilisation ruled. How we can use artefacts to learn about the Ancient Greeks</p>

	<p>Who the Anglo-Saxons and Vikings were and why they invaded and settled in Britain.</p> <p>How well did the Anglo-Saxons and Vikings got on with each other.</p> <p>What life was really like in Anglo-Saxon and Viking Britain.</p> <p>To know the key regions in Ango-Saxon Britain and know that many of our place names come from these times.</p> <p>Who Bede was and why he is an important historical figure.</p>	<p>How archaeologists discovered an unknown Civilisation in the Indus Valley and realise it was Ancient and what has been found out since then.</p> <p>How we find out what life was like in an Indus City.</p> <p>Why archaeologists have disagreed about what the Indus Civilisation was like, and why it came to an end.</p>	<p>What archaeological sites tell us about what life was like in Ancient Greece.</p> <p>The achievements of Alexander the Great?</p> <p>What are the similarities between our civilisation and the Ancient Greeks?</p> <p>What do some of our buildings tell us about how we view Ancient Greece today?</p> <p>How were the Ancient Greeks governed and are there any similarities with how we are governed today?</p>
<p>Opportunities for deepening learning</p> <p><i>Know more and remember more.</i></p>	<p>In science, the children are learning about adaptation and will be looking at how habitats and animals change over time.</p> <p>In geography we will be using grid referencing to locate and investigate key areas of Northumbria, a key area in Anglo-Saxon times.</p>	<p>In geography we will be learning about trade, land use and settlements.</p>	<p>Geography – time zones.</p> <p>Art- Exploring identity</p> <p>Maths – key Greek mathematicians</p> <p>Educational Visit to Liverpool World Museum and The Walker Art Gallery/</p>
<p>Key Figures</p>	<p>Bede</p>	<p>-</p>	<p>Alexander the Great</p>
<p>Vocabulary</p>	<p>Anglo-Saxon, centuries, Dark Ages, Dark Ages, 'early middle ages' , 'early medieval period', Roman Britannia, religious conversion, Vikings, climate change, Denmark, Holland, Belgium, settle, Germanic-speaking Angles, Saxons, Jutes and Frisians, Celts, Kent, Northumbria, East Anglia, Essex, Sussex, Wessex,</p>	<p>civilisation, dynasty, location, river valley, irrigation, achievements, archaeology, artifact, comparison, society, Pakistan, India, Asia, Africa, River Indus, agriculture, excavate, generation/s, evidence, theory,</p>	<p>Ancient, modern. Civilisation, citizens, democracy, culture, laws, justice, archaeology, architecture, change, continuity, significance, archaeology, historical interpretation, evidence, artefacts. Parthenon, Athens, Spata, Ephesus, Temple of Apollo, Classical Golden Age (500BC-323BC)</p>
<p>Quick Quiz</p>	<p>When did the Romans withdraw from Britain? Why did this happen?</p> <p>Who were the Anglo-Saxons and Vikings?</p> <p>Why did they invade and settle in Britain.</p> <p>What was life like in Anglo-Saxon Britain?</p> <p>What were the names of the regions in Anglo-Saxon Britain?</p> <p>Can you tell me some of the meanings behind the place names used in the Anglo-Saxon times?</p> <p>Who was Bede? Why is he an important historical figure?</p>	<p>What do all the Ancient Civilisations have in common? Can you name some of their key differences.</p> <p>Who are the Indus Valley Civilisation and how we know about them?</p> <p>How did archaeologists discover an unknown Civilisation in the Indus Valley and realise it was Ancient? What has been found out since then?</p> <p>How can we find out what life was like in an Indus City?</p>	<p>Can you show me where the Ancient Greek Civilisation was?</p> <p>When was the Ancient Greek civilisation?</p> <p>Can you tell me what X artifact tells us about the Ancient Greeks?</p> <p>What do archaeological sites tell us about what life was like in Ancient Greece?</p> <p>What do we know about the achievements of Alexander the Great?</p> <p>What are the similarities between our civilisation and the Ancient Greeks?</p>

		Why have archaeologists disagreed about what the Indus Civilisation was like, and why it came to an end?	What do some of our buildings tell us about how we view Ancient Greece today? How were the Ancient Greeks governed and are there any similarities with how we are governed today?
Discussion question/point:	Do you think that 'The Dark Ages' is an appropriate name for the time of the Anglo-Saxons?	If ancient civilisations were successful, they would still be thriving today.	The Ancient Greeks lived over 2000 years ago and have had little impact on our modern day lives.
Impact			